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ABSTRACT

A nine-week evaluation of developmental book activity in Iran, Pakistan and Turkey, conducted during the summer of 1966 to study existing problems in the preparation, production, importation and distribution of books in these Central Treaty Organization (CENTO) Region Countries, was funded by the United States through the Agency for International Development. The work was carried out in three stages: (1) gathering locally available data on such factors as printing, publishing, library services and resources, etc. in relation to existing programs in human and material resources development; (2) field investigations which concentrated on reviewing current and upcoming book development requirements for economic and educational development in Pakistan and Iran and on updating the "Books as Tools for Turkish National Growth," report in Turkey and (3) utilizing the information gathered from stages 1 and 2 to formulate recommendations and prepare regional and country reports. Because of the limited time allotted to this study, its statistics, at best, represent honest approximations which are considered to be sufficient to indicate present and projected needs and to support reasonable judgments regarding performance and capability. (NH)

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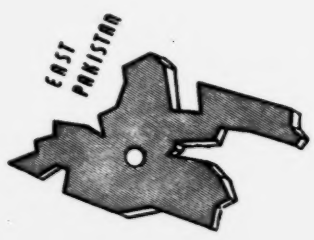
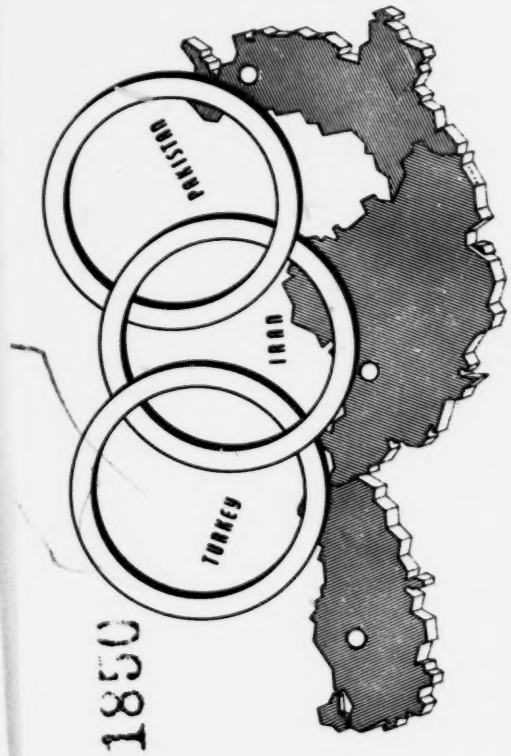
ECONOMIC PROGRAMME

## BOOK PRODUCTION, IMPORTATION AND DISTRIBUTION IN IRAN, PAKISTAN AND TURKEY




A Study of Needs with Regional Recommendations within the Context of Economic and Social Development

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PRELIMINARY REPORT PART I

# BOOK PRODUCTION, IMPORTATION AND DISTRIBUTION IN IRAN, PAKISTAN AND TURKEY

A Study of Needs with Regional Recommendations within the Context of Social and Economic Development

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AGENCY FOR INTERNATIONAL DEVELOPMENT
Contract No. AID/csd -1199
December 1966

# PREFACE

## SCOPE AND NATURE OF THE SURVEY

This report is the product of a nine-week evaluation of developmental book activity in Iran, Pakistan and Turkey conducted during the Summer of 1966. Separate country reports have also been prepared for these three countries.

Such a survey was authorized in March, 1965, by the Economic Committee of the Central Treaty Organization, for the broad purpose of studying existing problems in the preparation, production, importation and distribution of books in Iran, Pakistan and Turkey, with particular attention to need and recommendations for improvement within the context of economic and social development. The United States, through the Agency for International Development, funded this survey; and the following team of specialists, assembled by International Studies and World Affairs of the State University of New York, was charged with the responsibility of visiting the CENTO Region countries and conducting the survey.

Stanley A. Barnett: Director of International Operations, Wolf Management Services; economic development specialist with experience in a number of countries; Chief of Party for the AID/TCR survey of developmental book activities in Korea, Vietnam and the Philippines (1966).

Emerson L. Brown: Vice-President and Editorial Director of the Webster Division, McGraw Hill Book Company; member of AID/TCR-sponsored team which surveyed the Turkish book industry in the late summer and autumn of 1964.

Harold G. Emmerson: Professor of Education, State University College at Brockport (N.Y.); served as Chairman of the SUNY-Ford Foundation Indonesian Project (1963-65); former Director of the Cornell University Experimental Teacher Education Program. Mr. Emmerson served as Chief of Party for this survey.

Harold A. Lancour: Dean of the Graduate School of Library and Information Sciences, University of Pittsburgh; AID-sponsored consultant to the Ministry of Education, Mail (1963), and the University of San Carlos, Guatemala (1964-65); consultant on libraries to the Department of Public Institution, Liberia, under sponsorship of the Ford Foundation (1960-61).

Zane E. Naibert: Assistant Professor, Chemistry Department, State University College at Cortland (N.Y.); a specialist in science curriculum development at the college level.

Trevor K. Serviss: Vice-President and Chairman of the Editorial Board, L.W. Singer Publishing Company; formerly a member of the United States Committee of the Mexico-United States Project for the Improvement of History Textbooks; Chairman of the Educational Media Committee, American Textbook Publishers Institute.

Nasser Sharify: Director of International Librarianship, Learning Resources and Information Services, State University of New York's program in International Studies and World Affairs, Oyster Bay, New York; former staff member of UNESCO Division of Libraries, Documentation and Archives, and the Division of Educational Information and Materials; delegate to the CENTO Library Development Seminar, Ankara, (1962); delegate to the Education Secretaries' Meeting to Review the UNESCO Project on Reading Materials for South Asia, Pakistan, (1961).

Franklin Watts: President of Franklin Watts, Inc. (publishers); Member, Government Advisory Committee to the State Department on International Book Programs (1963-65).

## Methodology

The work of this survey team was carried out in three stages:

Phase One: A four-week pre-mission period was devoted to the gathering of locally available data on such factors as authorship, printing, publishing, library services, and

resources, bookselling practices, etc., in relation to previous and existing programs in human and material resources development in the countries concerned.

This data, together with information on such economic, social and cultural factors in these countries as would have an effect on developmental book activity, formed the basis for briefing documents prepared for each team member. Briefing sessions were held at both AID/Washington and the State University of New York, International Studies and World Affairs, at Oyster Bay.

Phase Two: Field investigation time was allocated as follows:

| | | |
|---|---|---|
| Iran: | 4 team members: | survey time approximately 2 weeks |
| Pakistan: | 5 team members: | survey time approximately 6 weeks |
| Turkey: | 3 team members: | survey time approximately 1 week |

In view of the recent AID/TCR study of the book industry in Turkey, and the relatively advanced state of book production and distribution in Iran, country priorities were established as follows:

Pakistan
Iran
Turkey

The order of priority is, of course, reflected in the amount of time alloted for field investigation in each of these countries.

In Pakistan and Iran, primary emphasis was placed on reviewing current and upcoming book development requirements in terms of their economic and educational development effect. Areas of concentration included the following: (1) books most required

for basic education and overall development needs; (2) books best suited for transfer of technical, scientific and professional knowledge into the country; (3) relative priority requirements (in terms of publications) for extension of literacy, language competence, and enrichment of Farsi, Urdu, Bengali and other significant local languages; (4) priority requirements for development of interrelated skills, institutions, and other resources needed to plan, write, edit, manufacture, distribute and use books of the kind and in the quantity needed, both regionally and on a country basis.

Primary emphasis for the brief field mission to Turkey was on the gathering of information to up-date the report on "Books as Tools for Turkish National Growth," prepared by the 1964 AID/TCR mission, and thus have a concurrent picture of developmental book activities in all three CENTO Region countries.

Phase Three: Debriefing of field personnel, formulation of recommendations and subsequent preparation of regional and country reports.

## Purpose of Report

The CENTO Region countries are vitally interested in the acceleration of developmental book programs as a precondition of continuing economic growth. Accordingly, this report purports to:

1. Describe the needs and problems of book availability in Iran, Pakistan and Turkey.

2. Make recommendations directed towards the resolution of these problems.

The CENTO Region countries will, of course, decide the extent to which they will adopt or modify the suggestions contained herein.

## Statement of Limitations

The brevity of the field missions to the three countries allowed little opportunity for the systematic gathering of reliable statistics. In the main, figures given in this report with regard to book production, book sales, library holdings, etc., are based on estimates provided by local publishers, librarians, government officials, educators and others.

It must be understood, therefore, that most statistics quoted represent honest approximations, sufficiently accurate to indicate present and projected needs and support reasonable judgements with regard to performance and capability.

It must also be understood that a measure of quality control over the editing and production of this report was necessarily sacrificed in an effort to present the results of this survey with the least possible delay. Such inconsistancies in organization and typing errors as may appear are results of these concessions.

## Organization of the Report

This report is organized in the following manner:

Part I. CENTO Region Countries

Part II. Iran

Part III. Pakistan

Part IV. Turkey

* * * * *

Members of the survey team are grateful to numerous USAID staff members, in Washington in the CENTO Region countries, who provided valuable guidance and counsel as well as the necessary logistical

support. In this connection a special thanks goes to George E. Sadler, Chief, Central Book Activities, AID/TCR, Washington, D.C. The team members express their appreciation to the government officials, educators, librarians and publishing personnel in Iran, Pakistan and Turkey who provided insights into the present and potential uses of educational materials in their respective countries; to the officials of various governmental, intergovernmental and non-governmental agencies who evidenced an interest in our work and shared their own experience with us.

The survey team wishes also to express appreciation to Dr. Glenn A. Olds, University Dean of International Studies and World Affairs, State University of New York at Oyster Bay, who, in recognition of the importance of this survey, committed the human and material resources of his Program far beyond the letter and limitations of contractual agreement; to Dr. Vincent Aloia, Director of International Services, International Studies and World Affairs, who negotiated this contract and assisted in the recruitment of team members; to Dr. Otto Wierer and Miss Elizabeth Lum, staff members of the Division of International Librarianship, Learning Resources and Information Services, International Studies and World Affairs, who prepared indexes and bibliographies; and to the other staff members of International Librarianship, Learning Resources and Information Services who assisted in preparing this report.

The survey team would like to give special acknowledgement to the personal contributions of the following:

Mr. Philip Harris, Director-General of the Book Development Council, Ltd., London, who made brief visits to all three countries during the term of the survey and gave team members the benefit of his long experience in the book development field;

Mr. Roland Piggford, Head of Bibliographic and Reference Services of The International Library, International Studies and World Affairs, who researched and prepared pre-mission briefing documents for team members, and supplied ongoing documentation services during the term of the mission;

Mr. Robert Frase, Director of the Joint Washington Office of the American Book Publishers Council, Inc., and the American Textbook Publishers Institute, who served as consultant on the economics of the book industry at briefing and debriefing sessions;

Mr. Rowan A. Wakefield, Assistant to the President of the State University of New York, who contributed his special knowledge of developmental book activities in Turkey.

# BOOK PRODUCTION, IMPORTATION AND DISTRIBUTION

# IN IRAN, PAKISTAN AND TURKEY

A Study of Needs with Regional Recommendations within the Context of Social and Economic Development

## PART I

## CENTO REGION COUNTRIES

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# CHAPTER I

# INTRODUCTION

## CENTO ECONOMIC PROGRAMS

### Country Programs

Each CENTO country is engaged in a program of national economic planning. Goals are set for five-year periods by each of the nations individually for such purposes as raising national income, increasing agricultural production, expanding employment opportunities, extending communications facilities, and providing for a more even distribution of national income. Health, housing, education and manpower development are also areas in which each nation has identified needs and established objectives within the framework of its particular five-year plan.

Table 1 - Current Development Plans

| Country | Plan | Time Period Covered |
|---|---|---|
| Iran | Third | Sept. 1962 - March 1967 |
| Pakistan | Third | 1966 - 1970 |
| Turkey | First | Jan. 1963 - Dec. 1967 |

Such unilateral development planning has obvious regional implications: the stronger and more prosperous the individual CENTO countries become, the stronger and more prosperous the alliance will be. An example is the plan of the Iranian government to "supplement and extend" the CENTO Ankara-Teheran-Karachi microwave link through construction of a domestic microwave system. Such a plan, when realized, will not only aid Iran in further developing its economy, but will similarly benefit both Pakistan and Turkey.

## Regional Programs

CENTO's concern for the economic development of its members is reflected in the 1955 Pact of Mutual Cooperation. Signatory nations pledged a mutual effort to:

> "...promote their economic well-being, and to bring about closer friendship, cooperation and understanding among them."[1]

One of the key committees of the CENTO Council is the Economic Committee, consisting of Ministers and other senior officials meeting annually to advise the Council on economic cooperation. This Committee directs the economic activities of CENTO, with the assistance of the Economic Steering Group and various economic experts. Reporting to the Committee are the Council for Scientific Education and Research and various subcommittees and working groups.

The numerous projects undertaken under CENTO auspices in the general area of economic development give evidence of the sincere desire of member nations to cooperate in the solution of mutual economic problems. The following is a sampling of titles of publications resulting from CENTO-sponsored seminars, workshops and surveys in this area, and is indicative of the broad scope of interest and activity evidenced by CENTO countries:

--Development Programming
--Industrial Development Banking
--Agricultural Development Banking
--Development Planning
--Rural Development
--Management Training in Public Administration
--Consumer's Expenditures
--Scientific and Industrial Research

## Implications for Regional Developmental Book Programs

The Multilateral Technical Cooperation Fund has supported numerous CENTO projects designed to strengthen the economies of Iran, Pakistan and Turkey. An outstanding example of the effective use of this fund

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1 Central Treaty Organization. Cento Fact Sheet, No. 1. Ankara, CENTO Public Relations Division, 1965, p. 1

has been the "traveling seminar" covering a variety of needs and allowing for the ultimate in shared responsibility. This type of activity would seem to be applicable to the developmental book field.

Whatever program or combination of programs is finally implemented to stimulate developmental book activities in the CENTO's history of meaningful and successful cooperative ventures in other areas of economic development should provide significant models and precedents.

## CHAPTER II

## THE ROLE OF BOOKS IN DEVELOPING NATIONS

Progress for any country is directly influenced by its ability to collect, store and communicate information. Reading is a critical skill, publishing an important industry, librarianship basic profession. Primary, but parallel to all other elements, is the vital enterprise of education. Common to all of these either as a tool or product are books: the repositories of man's expressed conceptualizations.

How can a nation effectively develop its potential through the use of books? Merely possessing books is not the whole answer nor even a major part of it. In most of the developing countries, many small libraries can be found whose books are nothing more than symbols, because the case in which they are stored is locked. Simple solutions are often misleading so we must hesitate to suggest that unlocking the bookcase would immediately make its contents part of the knowledge and wisdom of all who went near it. Neither does the answer to the problem lie wholly in one nation giving gifts of books (or selling books) to another nation. Each such solution is fraught with difficulties because the overall problem has so many complex parts.

> Simply to inject a quantity of alien books, however valuable in themselves, into the processes of a society not equipped to assimilate them accomplishes little or nothing. What is required is rather, the development of a set of interrelated skills, institutions, and other resources adequate to plan, write, edit, manufacture, distribute and use books of the kinds and in the quantities required.[1]

---

[1]Conference on the Role in Human Development, Airlie House, 1964. Sponsored by the American University and the Agency for International Development. Books in human development; the final report. Edited by Ray Eldon Hiebert. Washington, American University, 1965. p.12

The use of books in any nation might be divided logically into two major categories: (1) books used in formal education and (2) those books used for other purposes.

## BOOKS IN FORMAL EDUCATION

Books are used as tools in the process of education. They are used by teachers in a number of ways in the education of a child. In the primary grades books function first as a means of teaching children how to read. With the acquisition of the reading skill, books become essential educational tools as well as sources of information.

### Textbooks

Textbooks account for the largest percentage of books published in developing countries. In each of the countries of the Cento region--Iran, Pakistan, Turkey--the textbooks are published under government auspices. On the surface, at least, this seems to be a desirable practice because the scarce means--from paper to trained manpower--can be more easily marshalled and controlled in the production of textbooks: high priority items.

### Editorial and Writing Skills

One of the most easily noticed differences in textbook production methods between a developed and a developing nation is that the latter nation seldom has an adequate supply of persons trained as editors. In Cento countries, most textbooks, very often written by subject specialists, were quite thorough; the most common weakness in textbooks was the organization and format. Textbook Boards of East and West Pakistan, for instance, use manuscripts prepared by scholars as the basis for their texts. Each manuscript is then scrutinized by at least one other specialist in the subject matter field. Emphasis is placed on the correctness of the information contained in the textbook.

Textbooks must be organized so that they communicate ideas as well as store them. They should help pupils solve their learning problems and teachers their teaching problems. Textbook boards and organizations in the Cento countries are aware of such a need

but do not have sufficient numbers of trained personnel who can develop textbooks with the following:

1. To facilitate learning, the textbooks are carefully organized into chapters, sections and paragraphs, each clearly marked with a distinctive type face.

2. To enable pupils to read and understand at their grade level, the vocabulary and sentence length are carefully graded.

3. To enable the child to learn visually, the textbooks are colorfully illustrated.

4. To enable the pupil to instruct hemself, they include study helps and guides.

5. To assist the teachers, the publisher usually prepares a teacher's guide or teacher's manual.

6. Big ideas and concepts are carefully spaced and supported by concrete details. As a result the books encourage pupils to understand the concepts rather than to merely verbalize them.

## Role of the Government

The governments of Iran, Pakistan, and Turkey are each to be commended for the efforts they are expending in the attempt to provide quality texts for children. In Iran, The Textbook Organization has a staff of specialists developing a new series of texts in every subject field. Both East and West Pakistan have Textbook Boards conscientiously engaged in providing texts for the nation's children. In Turkey, the Ministry of Education is involved in a number of projects designed to provide quality textbooks.

In each country, however sincere and competent the key textbook officials may be, their organizations are understaffed in at least one crucial area: editors who can work with authors in making a text which is of real assistance to the learner.

## Role of the Editor

The role of the editor and his responsibility in relation to the manuscript and the problems of printing and production have been well described in the paper presented to the Tokyo Conference on Book Production in Asia, May, 1966.

> The first responsibility of the editor is that of assessing the need for a particular book, its marketable prospects, the competence of the potential author or authors, and the resources which will be required to produce the book to meet the need. If the proposed book is essentially didactic in character, questions of relevance to the level of the reader's assumed knowledge and reading skill, and the prescription of content that may be imposed by the requirements of a syllabus or examination, will call for the exercise of judgement, requiring a wide range of general knowledge on the part of the editor as well as a capacity to distinguish between the merits of the specialist opinions of readers employed to assess the merits of the manuscript, and of officials who may press for production in a form specified to meet their requirements. In the latter case, the responsibilities of the editor may be all the more onerous, in that uninformed definition of official requirements may call for the exercise of exceptional powers of persuasion to obtain modifications essential to satisfactory production. Apart from general knowledge, much the greater part of the skills required of an editor in this phase of responsibility involve matters of human relations which are not easily subject to formal processes of training, but which can to some extent be treated systematically through case study procedures...
>
> On receipt of the manuscript, the editor's responsibilities are much more easily defined. In an established publishing house, the procedures in preparing the manuscript for the printer will be clearly established, but even so, each manuscript involves the editor in individual decisions. The manuscript itself, must be scrutinized for its subject matter, words and symbols used, the order of presentation in respect of both logic and structure, matters of punctuation, emphasis of interpretation, and matters of vocabulary and length must also be considered.

Revision of a manuscript will lead to corrections, decisions as to the final order of content, the treatment of footnotes, references, indexes, preliminary word and page count and some attention to editorial design. The edited typescript must then be marked up for press, matters of format and style decided, estimates of word count and pagination and costs made. All these activities involve specific knowledge and skills that can be presented systematically and can be subjected to treatment through graded exercises.

The next stage of editorial responsibility, dealing with the handling of galleys and page proofs, similarly involves skills which can be made the subject of systematic instruction and exercise. Apart from matters of type style, line length, final positioning of footnotes, illustrations, page depth, index, reference and page numbers, running heads, all of which are matters of factual treatment in a publishing house with established styles; the editor may, at this stage find himself involved in matters of judgement and interpretation, with both author and illustrator, which do not lend themselves to systematic treatment as a part of the training process...

When the book has reached the page proof stage it becomes primarily the responsibility of the printer and the production manager. But even here, it is necessary for the editor to have general knowledge of what is involved. Similarly, when the book reaches the stage of the flat sheets moving on to the bindery, the editor is involved in a variety of matters concerning the form and quality of binding, the possibilities of second editions, and, in some instances the production of an errata slip...

The responsibilities of the editor do not end with the production of the book. Whilst publicity and sales are normally the responsibility of specialist staff, the editor is expected to give general guidance about the purpose, content, and appeal of the book. Furthermore, he has a definite interest in the image of the book as it is presented to the public. Much of this involves specific data and specific ways of presentation, but it also involves judgements of taste and of public

> reaction which cannot be taught in a formal fashion, but are dependent upon personal acquaintance with the market and intuitive understanding which comes from experience.[1]

## Need for Editors

Editors cannot and should not be imported. A qualified native can better edit books for his own country. Certain individuals may possess the intelligence, general education and human relations skills necessary for editorial success but specific training for their role as editors is necessary. This is a high priority recommendation of this report.

The communicative quality of textbooks in the countries of the CENTO region could be influenced significantly by the intensive training of two dozen individuals who would then be assigned to the various government textbook boards and organizations.

Table 1 - Immediate Need for Trained Textbook Editors in CENTO Region Countries

| Country | Organization | Minimum No. of Editors Needed |
|---|---|---|
| Iran | Textbook Organization | 6 |
| Pakistan (West and East) | W and E Pakistan Text. Boards | 12 |
| Turkey | Materials Dev. Center | 6 |

Many additional Editors will be needed for development of textbooks at all levels and for other reading materials used in the formal and informal education.

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1 Lewis, L. J., The Training of Book Personnel; papers presented at the UNESCO Meeting of Experts on Book Production and Distribution in Asia, Tokyo, 25-31 May, 1966, p. 3-4

## Quantity of Books

Developing nations are caught in a dilemma. The launching of compulsory education programs and the drive against illiteracy require an increased supply of textbooks at a time when available human and material resources are straining to meet present demands. The following table demonstrates an increase in primary school enrollment over the next five years (1966-71) and the accompanying increased need for primary grade textbooks.

Table 2 - *Projected Increase in Primary School Textbook Needs in CENTO Region Countries for 1966-71

| Country | Primary School Enrollment | | **Total Primary Books Needed Per Year by | Increase in Primary Books Per Year by |
|---|---|---|---|---|
| | 1966 | 1971 | 1971 | 1971 |
| Iran | 2,411,000 | 2,821,000 | 8,463,000 | 1,230,000 |
| Pakistan | 6,061,000 | 7,264,000 | 21,792,000 | 3,609,000 |
| Turkey | 4,235,000 | 5,717,000 | 17,151,000 | 4,446,000 |

* If the percentage of primary-school age children in school remains constant

** Total - 47,406,000 Primary Textbooks PER YEAR by 1971

The above table shows that the CENTO region countries will need nearly 50,000,000 primary textbooks per year by 1971. These figures are startling enough when one realizes that this means an increase of over 9 million primary textbooks per year. The data are even more sobering when the following points are emphasized:

1. Only primary school textbooks are considered in the above table. In addition, millions of books per year will be needed for intermediate, secondary and university students.

2. Programs in adult literacy will also greatly increase the above figures. Each of these countries has an expanding program in adult literacy.

3. One of the assumptions of the above table is erroneous: that the percentage of primary-school age children in school will remain constant. Each country plans to increase the percentage as well as the total number of primary age children attending school.

   a. Turkey is aiming at 100 per cent of school age children in school by 1972.

   b. Pakistan hopes to reach the same goal by 1980.

   c. Iran expects that it will be at least 1985 before the goal can be reached.

4. Another assumption made in the above table is that each textbook will last one year. While some statistics examined used the figure of three years as the life expectancy of a textbook, the survey team, after examining sample textbooks believes that most primary school textbooks used constantly could not be useful for more than one year, in some cases even less.

5. The above figures assume that each primary school child will need only three separate textbooks per year. Turkey is now planning a series of "integrated" texts which could make the figure of three books per year fairly accurate. However, the usual number of primary school texts needed by an individual pupil is likely to be four for five.

   The primary school subjects taught in Iran give some idea of the variety of books needed. Some of these subjects, of course, would not require texts.

Table 3 - Subjects taught in Iran's Primary Schools[1]

| Subjects | Grade |
|---|---|
| Religion and Moral Instruction | 1-6 |
| Persian Language | 1-6 |
| Arithmetic and geometry | 1-6 |
| Social Studies | 1-6 |
| Experimental sciences | 1-6 |
| Arts and handicrafts | 1-6 |
| Physical exercise, songs and music | 1-6 |
| Calligraphy | 5&6 |

In view of the information given on the preceeding pages, the actual number of copies of school textbooks needed per year by Cento region countries in 1971 is more likely to be closer to 100 million.

## Languages and Translation

Any cooperative effort among the Cento region countries in meeting their book needs is bound to become involved with the problem of the various languages spoken and read. Indeed, the question of which language is already a somewhat sensitive issue in the individual countries.

There are several major aspects to this problem of language and translation, namely:

1. To **what extent can** IMPORTED books--most likely in English--be used?

2. How useful, as textbooks, are TRANSLATIONS?

3. In which LANGUAGE shall the textbooks be printed?

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1 Iran, Ministry of Education, General Department of Planning and Studies, Present Educational System of Iran, Tehran, 1966. p.10

## Which Language

Textbooks used in primary and secondary schools in Iran and Turkey are in their respective national languages: Persian and Turkish. Pakistan, however, is faced with the difficulty of providing textbooks in at least two languages: Urdu and Bengali.

It appears that West Pakistan has settled on Urdu as its choice for the language of instruction. East Pakistan, however, is equally convinced that Bengali is the most logical choice of language for instruction. Until some solution is found, Pakistan will have to concern itself with two national languages for purposes of book production.

## Imported Books

Obviously, textbooks for use in primary and secondary schools are written in the language of the country using the book. It is at the university level that languages and hence the importation of books become relevant. In the humanities and social sciences these countries can possibly write and/or translate a sufficient number of titles for the needs of their higher education students. A like capability does not fully exist in science and technology.

## Science Books

Only scientists are capable of writing science books; not all scientists, however, are talented as authors. In countries where scientists are extremely scarce, they are needed to work on the urgent tasks of research and teaching. The problem becomes circular, because to train additional scientists requires additional science teachers. Both steps require, among other elements, an availability of a wide variety of up-to-date science textbooks and reference works. For instance the 1965 book publication statistics for Turkey show that the percentage of book titles published in the pure sciences is extremely low compared to the total in other disciplines.

Table 4 - Book Titles Published in Turkey in 1965:
Pure Science vs Non-Science

| Subject Area | No. of Titles - 1965 |
|---|---|
| Philosophy and Religion | 157 |
| Social Sciences | 1023 |
| Language, Literature, and Arts | 575 |
| Non-Science total | 1775 |
| Pure Science | 93 |

The above figures, while given only for Turkey, are fairly representative of the situation in most developing countries. There is also no indication whether all of these titles were in Turkish. It is likely that at least a few were translations or printed in English or another foreign language.

At least as a stop-gap measure, importing books in English appears to be an inescapable step as a solution to the problem of providing the needed science texts and references for higher education. Import quotas, restrictions and levies must be examined by the CENTO region countries. Each country must ask itself whether it is aiding or hindering the cause of nationalism by limiting the importing of foreign science books.

A completely healthy international publishing situation until both Iran and Pakistan enforce copyright laws. Some individual publishers voluntarily adhere to the courtesies of copyright but the practice is not universal.

## Translated Books

Attempts to meet the requirements of book availability in the countries of the CENTO region are already being made through a number of means. In each country, translation of essential foreign books is one of the procedures being employed. How effective or efficient is the translation process? What are the requirements for achieving a useful product through translation?

Accuracy is vital criterion for judging the quality of a translation. To achieve an accurate translation requires the time and versatility of a person who is a scholar of both the foreign language and his own discipline. In some disciplines, especially the sciences,

qualified scientists are scarce let alone sicentists able to translate accurately from foreign languages. Pakistan, for instance, has the advantage of a history of acquaintance with English. Individuals educated in English are more numerous in Pakistan than in the other CENTO countries; but this older generation has a small percentage of scientists. The younger generation may have a larger proportion of students being educated in the sciences but their command of the English language is not equal to that of their elders.

Another factor which complicates the translation process is the time requirement. If a science-linguist can be found, can he devote all of his time and energy to translating? How many books can one specialist translate in any year? How does this compare with the number of books needed?

The rate of translation depends on the difficulty of the material and the skill of the translator. A book to be used in secondary schools would take a minimum of several months to translate. Therefore two or three translations per year of secondary level books would be maximum.

Differences in culture also must be considered in the translation of school textbooks. Examples and illustrations from a foreign culture only serve to confuse the learner rather than to aid him in the learning process. Idiomatic expression and "style of expression" are also confusing elements. A professor in Karachi explained that he was presently engaged in translating a book from "American English" into "Pakistani English". The text in economics, he claimed, contained strange idiomatic phrases and was written with a style of sentence structure which confused students.

A final difficulty encountered in translation is that even the original work is often outdated before the translation is available.

Secondary Schools and Higher Education

The number of students in secondary and higher education institutions is significantly less than in primary schools, because of a high dropout rate. The problem of book supply at these levels is acute nonetheless.

Enrollment in the secondary and higher level schools of Pakistan during 1966 was estimated at approximately 2½ million students; this is approximately 40% of the students enrolled in primary schools during the same period. The number of textbooks required by secondary school pupils for that one year would total over 10 million copies.

Iran and Turkey have secondary school enrollments of approximately 500,000 and 700,000 respectively. This places secondary school book needs at an estimated 15 million copies, based on 3 books per student, for 1966.

Efforts by each of the countries to increase the number of pupils attending secondary schools during the next few years will also serve to increase book needs.

Technical education is necessarily receiving a great deal of attention in the CENTO countries. Books in technical subjects are in short supply. A number of translation projects over the last few years have produced a few titles in technical and vocational subjects but this is still a relatively neglected area of need. One of the possible solutions might be to concentrate on team approaches to translation of technical books. Importing is not the answer because English is not read well enough by most secondary school pupils.

University Level Education

At the university level there are several major problems related to book needs. They are:

1. The style of instruction which limits respect for books as tools in the learning process.
2. Lack of sufficient reference materials, especially in science and medicine.
3. Limited ability of students to use English and other foreign language materials.
4. Lack of trained librarians, and the use of inappropriate library practices.

## Style of Instruction

Tradition, habit and a lack of books can all be cited as reasons for the "rote" method of instruction employed in the universities of most developing nations. Most educators will agree that such procedures of educating are of limited effectiveness. Where students are expected simply to memorize and repeat at examination time, there is little chance for students to become problem-solvers, or to be able to apply what they have learned. A professor's lectures and perhaps one text, often copies of the professor's notes, serve typically as the means of instructing students. The rote method of instruction is especially ineffective in science instruction where experimentation and inquiry are necessary if students are to understand the spirit of science. In developing nations, where scientists are in such short supply, high priority should be given to the improvement of science instruction.

## Lack of Reference Materials

Even in cases where professors must use a variety of materials, the needed reference works are usually not available. This problem is especially crucial in science and medical studies. The high cost of medical books and standard reference works is one reason for their lack of availability in these countries.

Reference works and medical textbooks range from $10 to $40 (U.S.). The annual per capita income in Turkey was estimated at 2160 TL. ($240) in 1966. Few schools and practically no student could afford to have many reference works because their prices average the monthly income of the Turkish citizen.

## CENTO Science Book Program

Iran, Pakistan and Turkey were to receive a total of eighty thousand dollars worth of science books under a program administered in the United States through the National Academy of Science. The intent of this program appears to be consistent with the book needs in these three countries, however, sufficient time has not yet elapsed to allow an adequate appraisal of the impact of the program. Some attention apparently must be given to the program's implementation procedures. Turkey reported slow delivery, and Iran and Pakistan had appointed specific recipients at the time of the survey.

## Knowledge of English

Even when students are able to obtain a copy of an English language reference work, they are handicapped by their limited ability to read English. Many universities have made attempts to assist students by providing opportunities to improve their ability to read English.

Middle East Technical University in Ankara. for instance, has established a preparatory course for its entering students. The staff of the "prep" course is developing language tapes and other instructional materials. The course is obligatory for students whose English is deficient, because the language of instruction in this institution is English.

## Schools and Teachers

A population cannot become educated without schools and teachers. CENTO region countries are aware of this fact and are making attempts to provide schools and teachers for their children. To maintain the present pupil-teacher ratios and pupil-school ratios, constant attention must be given to the training of teachers and the building of schools.

The following table shows the projected needs of schools and teachers of the CENTO region countries in 1971.

Table 5 - Schools and Teachers Required in The Primary and Secondary Schools of CENTO Countries by 1971

| Country | Schools | | Teachers | |
|---|---|---|---|---|
| | 1966 | Needed 1971 | 1966 | Needed 1971 |
| Pakistan | 67,500 | 85,640 | 250,000 | 375,000 |
| Turkey | 33,620 | 45,627 | 118,183 | 160,627 |
| Iran* | 18,444 | 22,266 | 90,346 | 126,132 |

* Includes Education Corps

The above table shows the number of teachers needed but the assumption is made that the ratio of trained to untrained teachers will remain constant. There is a temptation to increase the percentage of untrained teachers but yielding to it would be self-defeating.

## Supplementary Reading Materials

Efforts to produce more than basic texts would seem fruitless but the attempt should be made. Additional reading materials,

especially in the primary schools, provide the pupil with something he now lacks: an opportunity to practice his reading. Such supplementary reading materials will also provide children with the chance to enjoy reading. In Iran the Ministry of Education publishes a biweekly magazine distributed by the Education Corps. It was expected that 500,000 copies per issue would be distributed this year, reaching the most remote villages where it will be sold to the children for 2 or 3 cents an issue. The magazine contains a variety of reading material from literary selections to non-fiction articles, even including crossword puzzles.

## LITERACY PROGRAMS

Campaigns against illiteracy are most commonly thought of as programs aimed at teaching adults to read and write. In the last decade the definition of literacy has come to emphasize the functional aspects:

> ....literacy should be regarded as a way of preparing man for a social, civic and economic role that goes far beyond the limits of rudimentary literacy training consisting merely in the teaching of reading and writing.[1]

Illiterate adults constitute a wastage of human resources because of their inability to contribute significantly to the economic, social and civic development of the country. "It has been noted that with three exceptions no country in the world, where per capita income exceeded $500, had literacy rates under 90%." [2] This fact alone should be sufficient to stimulate even greater effort toward eradication of illiteracy.

### Literacy and Economic Development

In what way does an increased literacy rate affect economic development?

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[1]UNESCO World Conference of Ministers of Education on the Eradication of Illiteracy, Tehran, September, 1965. Final Report Paris, 1965. p. 7

[2]UNESCO World Conference of Ministers of Education on the Eradication of Illiteracy, Tehran, September, 1965. Literacy as a Factor in Development, Paris 1965, p. 15

> Literacy, in fact will ensure the dissemination of the basic knowledge permitting wide and more effective participation in the development process and the acquisition of further knowledge, while promoting a change in mental attitudes and the creation of the new behavior patterns posited by social and economic transformation.[1]

Further understanding of the relationship between literacy and economic development can be seen through the types of items included in evaluation of literacy programs.

Participants: Changes in:

a. family income
b. indebtedness, savings and investment
c. patterns of expenditure
d. eating and cooking practices
e. housekeeping, child-rearing and health practices

Other Changes in participants:

a. aspirations for a higher level of living
b. extent and nature of participation in media of communication
c. habit of reading development-oriented literature
d. changes in social status and prestige

Changes on Farms:

a. level of productivity
b. level of investment
c. storage (protection against damage)

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[1]UNESCO World Conference of Ministers of Education on the Eradication of Illiteracy, Tehran, September 65. Literacy as a Factor in Development, Paris 1965, p. 15

Changes in Factories

a. level of productivity
b. expenses on supervision
c. changes in working time on machines
d. changes in machine breakdown
e. horizontal and vertical mobility

Changes in Farms and Factories

a. type of atmosphere (attitudes toward work)
b. relationship with co-workers

Structural Changes in the Community

a. level of attendance of children in elementary schools
b. level of sanitation, community hygiene and water supply
c. level of civic amenities (e.g. approach roads, street lighting, etc.)
d. participation in functional organizations
e. marketing arrangements[1]

Adult Literacy Programs VS. Primary Schools

When adult literacy programs compete for scarce funds with development of primary schools, which is more important? Individual governments and educational planners must make such a decision but the following principles should be kept in mind:

> First, the most obvious long-term remedy for mass-illiteracy is to cut off illiteracy at its source by ensuring universal and adequate primary education. Yet the expansion of primary schooling is not enough in itself nor is it always fully effective, for it is well known that children returning from the primary school to largely illiterate adult communities rapidly fall back into

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1 UNESCO: Provisional Guide for the Evaluation of Experimental Literacy Projects; Paris, 1966. pp. 7-12

illiteracy. In many countries, this phenomenon causes intolerable waste of the money spent on primary schooling. It is also a fact that literate parents, and especially literate mothers, have a vital effect on pre-school education, generally appreciate the importance of literacy and are less liable to allow absenteeism and premature "drop-out" of their school age children. In short, the primary school fits more creatively into a literate community, and parent-teacher-pupil relations are vitally improved by such a community. Hence the relationship of adult literacy and primary schooling should not be regarded as a relationship of competition or conflicting interest but as one of mutual support and reciprocity.

Secondly, adult education introduces new ideas, useful knowledge and skills, and new attitudes to the present generation of cultivators, producers, consumers and community leaders. Its content can be geared more closely to the needs and problems of the society, reflecting new scientific discovery and research, and its "pupils" have a basis of practical experience and maturity, even if they may be less pliable and receptive than children. In the content of rapid social and economic change, therefore, its results are more immediate, and are likely to have a greater catalytic effect on development than does long-term investment in the schooling of children. Both, then, are necessary and should complement each other.[1]

## Literacy in CENTO Region Countries

Development of programs and materials for literacy should receive high priority in the CENTO region countries and should be considered indispensable as an element in economic development.

The current status of literacy in CENTO region countries, as shown below, indicates that approximately 64 million people over the age of 15 years are unable to make their maximal

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1 UNESCO: World Literacy Programme, Paris, 1964, p. 7

contribution to economic development because of illiteracy; since these are 1960 figures, the number is probably closer to 75 million now.

Table 6 - Illiteracy in CENTO Region Countries (1960)[1]

| Country | Illiterate males over 15 yrs. | % | Illiterate females over 15 yrs. | % |
|---|---|---|---|---|
| Pakistan | 20,280,000 | 71 | 24,010,000 | 92 |
| Iran | 4,555,000 | 77 | 5,252,000 | 92 |
| Turkey | 3,715,000 | 45 | 6,386,000 | 79 |
| TOTAL | 28,550,000 | | 35,648,000 | |

TOTAL: Illiterates (Male and Female) over 15 yrs. 64,198,000

Additional publishing efforts are required to supply materials for literacy programs. Not only are books necessary for learning to read but also periodical literature for new literates must also be available if the new gains are not to be lost.

Books for The General Reading Public

As the numbers of literates increase, more books of the non-textbook variety are demanded. At the present time the 19% of Pakistan's population who are literate amounts to approximately 11 1/2 million readers and potential readers.

One approach to providing this market with its needed books is for each nation to develop the publishing of paperbacks in

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1 UNESCO: Statistics of Illiteracy, Paris, 1965. pp. 91, 100, 104

the national language, originals or translations. Iran produces through Franklin Books Programs a series of paperbacks in Farsi. Over 150 titles are included in offerings and have been produced in runs of 1-3,000 copies. Some of the more popular translations have been printed in runs of 5-10,000 copies and sell for 27-67 cents.

Enterprising engineers, physicians, government officials or managers of a business, for example, have both the motivation and the means to read mostly American or British books in their fields. Another potential market for the imported book is the university student who is often too poor to buy imported books; it is indeed the responsibility of the university officials to make necessary imported books available to the students.

If booksellers who are importing titles for universities and other specialized use would be able to sell more copies, the burden of heavy investment caused by diversity of titles, would be eased; for instance, a bookseller in Pakistan, who has branches in Lahore and Dacca, reported a total of 3416 titles, of which 1292 were in scientific and technical areas.

The point must be made that there is also a great need for books in numbers of copies in the educational field. Without considering the enormous need of materials for literacy programs, the enrollment figures of the schools in the region compared with numbers of literate adults illustrate the relative need.

Table 7 - Literate Adults VS. Primary and Secondary (1966) Enrollments

| Country | No. of literates over 15 | School Enrollment |
|---|---|---|
| Pakistan | 11,573,040 | 8,723,000 |
| Iran | 2,138,340 | 2,942,601 |
| Turkey | 7,354,474 | 4,784,240 |
| TOTAL | 21,065,854 | TOTAL 16,449,841 |

## PAPER

With very few exceptions there is a dire shortage of book paper in Asian countries. The two sources of book paper for any country are domestic and imported. CENTO region countries are at a disadvantage on both counts. National shortages of foreign currency have led to restrictions in the purchase of paper from abroad and domestic production has been woefully insufficient.

Local production of other printing and writing paper concentrates on grades other than book paper: paper used for commercial and advertising purposes, periodical and magazine paper, stationary and other office supplies.

Locally manufactured paper was often of low quality and often sold at prices above the international price. High import duties often caused imported paper to be expensive. These high costs of paper result in relatively high production costs.

> In the industrialized countries, book production costs fall sharply with an increase in runs because paper is a less important item in the cost structure. This is not so in Asian countries because paper costs weighed very heavily.[1]

In 1962 Pakistan imported $5,759,000 worth of paper and paperboard. That same year it was estimated that paper tonnage required to provide books for primary and secondary school pupils amounted to 4,648 tons. At $280 per ton (U.S. money) this means that 1.3 million dollars (or 22% of total paper imported) was needed for school books.

A pulp and paper mill capable of 45,000 tons per year is under construction in East Pakistan. It is not expected that a very high percentage of this paper will be first quality book paper but it should help with other printing needs.

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1 UNESCO Meeting of Experts on Book Production and Distribution in Asia, Tokyo, May 1966. Draft report of the meeting, Paris, 1966, p. 33

The volume of paper consumed annually by a country correlates closely with the volume of book production. A reasonable value for the per capita consumption of paper in developing countries is about 5 Kg per person per year. Turkey is already exceeding that amount by a fraction but Pakistan consumes only 0.3 Kg per capita and Iran 0.7 Kg. Turkey's favorable position in this regard can be attributed to the fact that Turkey produces domestically half of all the paper she consumes.

## THE LIBRARY SERVICES

Libraries are few, and trained librarians fewer, in the CENTO nations. Herein lies a vital key to the problem of inadequate book use. Regardless of how literate a population may be, regardless of how many millions of copies of books are produced each year, unless libraries (appropriately operated) are available throughout the country, a nation's reading habit cannot develop.

Each of the CENTO nations needs additional programs to train and retrain librarians. Unless libraries are organized and run by professionally trained librarians, library materials in support of formal and informal education will never become readily available. Existing library schools, one in Iran, two in Turkey and four in Pakistan, will never be able to meet the needs of the respective countries; of these seven schools only three, University of Ankara Library School, University of Karachi Department of Library Science and University of Dacca Department of Library Science have longer history and records of substantial accomplishment. Iran has just started its library education program as a part of the School of Education. Turkey's present library education program is on the undergraduate level. Pakistan's accomplishment is more notable; the two schools at the University of Karachi and the University of Dacca are on the graduate level.

On the original basis, a graduate school of library science established at Middle East Technical University in Ankara is needed; the language of instruction in this institution is English and the students from Iran and Pakistan can therefore

benefit from its program. At the postmaster level the leadership library training program should be developed at the University of Karachi. The research in the field of library science has completely been neglected, hence a strong body of library literature does not exist; therefore a Regional Center for Advanced Library Studies and Research to be attached to the University of Karachi is recommended. The Center's major objective should include offering of the post-master library leadership program and conducting research.

Library resources generally speaking are poor, disorganized and little used. Library budget for collection building are too modest, except in a few cases; books are purchases regardless of the specific function of the library; they are not carefully selected to meet the specific needs of the libraries' clientele. This does not seem suprising if one realizes that the function of the various types of libraries are not well defined in the region.

Library buildings are not generally suitable to the specific function and services of the libraries; they are often built for other purposes but used for libraries and those buildings constructed for library purposes are not indeed functional. The so called national libraries do not offer services on a nation wide basis; they are mostly "general" libraries with general collections.

With the exception of special libraries the university libraries are more developed than other types of libraries but still considerable improvement is urgently needed if they are to support the teaching, research and service functions of the universities. In most cases students have little or no direct access to the collection; the lending services are quite restricted, books are shelved in many cases by size and accession numbers and not by the subject; the problem of lack of subject arrangement on shelves coupled with the lack of efficient catalog have considerably affected the use of the library materials by students and faculty.

The public library scene in the region leaves much to be desired; public library in the true and full meaning of the word does not

yet exist in the region; some services are available to the residents of the metropolitan area but practically no services are available to rural communities. Lending service is not fully developed since the librarian is responsible for any book that is lost. Most public libraries are governmental libraries and hence library book materials are considered as government property and they must be carefully preserved. These libraries in majority of cases are not staffed with professional librarians; it is not therefore surprising to see that they are not playing an important role in the informal life-long education of the citizens of these nations. To demonstrate range of services that public libraries are offering in the western countries pilot public libraries are recommeded for the countries of this region. Children libraries have received little attention since suitable reading materials for children are scare in the region.

Generally speaking the school libraries in the true meaning of the word is hardly in existence; the library collection of the schools usually consist of some obsolete books locked in cupboard; model school libraries are therefore needed in the region. Since the special libraries are established to meet the specific need of special institutional organizations, they are therefore will supported and developed.

National bibliographies are necessary if bibliographical control over the national book production is to be achieved; because Turkey enjoys the enforcement of a copyright law the publication of its national bibliography, although somewhat delayed, is quite successful. It is hoped that Pakistan copyright law will soon be enforced and its national bibliography will be made available. In Iran only certain individual efforts have been made but the lack of copyright law does not make it possible for this country to publish its national bibliography.

Generally speaking the library profession in the region lacks high quality professional tools; these are to be developed by leading librarians and library educators with the assistance of professional associations. Financial resources for research and publication of the result is necessary. Library associations exist in all the three countries; the Iran Library association

is the youngest. These associations have been rather active but indeed more can be achieved if they try to play the key role in the development of libraries on the nation wide basis. The establishment of a regional library association for the three countries will result in better and closer cooperation between librarians, exchange of publications between individual libraries, development of many joint projects, etc. This regional association is highly desirable and a draft of its constitution is prepared by Pakistan Library Association for discussion.

Although the present library condition in the region leaves much to be desired, the able leading librarians of these culturally rich countries are quite aware of the problems and they are seeking solutions. There is a striking awareness at present among the librarians in these countries of the important role that libraries can and will play in the national education of the countries. Foreign trained librarians in these countries are especially working toward the realization of better and more efficient library services.

## CHAPTER III

## CENTO REGION BOOK PROGRAMS

### Highlights of Needs and Recommendations

This section of the report will attempt to serve as an overview and introduction to the detailed proposal for a CENTO book program presented in the next section. For this reason one organization of this section will follow the outline of the proposed program, dealing with the following topics and sub-topics.

1. Publishing - authorship, editing, and translating.

2. Libraries - Public, national, children's and school libraries plus bibliographic services and cataloging.

3. Material Resources and Printing - Paper, ink production, machinery and printing.

4. Importing & Distribution - tax, quotas, circularizing, and bookselling.

Each of the above major categories deals with areas of book development which are in need of cooperative action for solution of problems.

One problem central to the use of books which unfortunately cannot be included in the proposed plan of action is the field of primary education. The system of examinations and the approach to teaching of reading in each of the CENTO countries should be studied and improved. Present practices hinder greatly the development of larger numbers of children who are able to read and want to read.

Only the individual governments of the CENTO nations can take steps to remedy this situation but it is recommended that they quickly give attention to the problems caused by an antiquated examination system and unenlightened reading instruction. CENTO, perhaps, could sponsor a regional conference on the teaching of reading and a similar conference or series of seminars on evaluation of pupils.

## PUBLISHING

### Training

Each of the CENTO region countries could profit from a cooperative approach to the solution of publishing problems.

The writing of books, especially textbooks could be improved by training of writers through workshops and other training programs. Individuals who are scholars in their own field and show a certain amount of talent could be brought together to learn how to capitalize on this basic talent through the development of their writing skills.

Editors, as pointed out in part I of this report, are crucial members of a publishing team. Editorial skills can also be developed which will allow the editor to serve as a catalyst-coordinator in the publishing process. This is another area where cooperation among CENTO nations could aid in developing needed human resources.

Translators combine their bilingual ability with competence in a particular academic or technical field. Solving unique translation problems is among the topics that could be considered as focal points for cooperative action in this specialized area of publishing. There are experienced translators in each of the CENTO countries who have faced and resolved some of the quandaries; however many others are in need of the assistance they could receive from these experienced translators.

In addition to training activities designed largely for those individuals already employed in a publishing area, educational institutions, regionally and nationally, could help to provide potential publishing industry personnel for the years ahead. This could be accomplished by offering appropriate curricula in universities and technical schools of the region. Universities might develop programs which were designed specifically for those planning on careers in some area of publishing. Some thought should also be given to the possibility of advanced training abroad in commercial and academic environments.

## Information Services for Publishers

Coordination of information dissemination would be invaluable to publishers throughout the region. A clearing house function could be served by a regional group which could provide information on: the latest developments in the several publishing skill areas; practices which had proved successful or hold promise of success and; information about activities and meetings of professional and for craft organizations throughout the region and from other regions.

## Publishing Associations and Guilds

When individuals realize that they are not alone with their problems they can often work cooperatively toward achieving constructive solutions to those problems. Organizations of professional and skilled individuals could help the CENTO region publishing personnel to speak with a common voice and work toward common goals. Too often excessive competition combined with a lack of communication on common interest stifles joint action which is infinitely superior to individual action in the solution of larger problems.

CENTO could encourage and assist in the development of professional and craft organizations to the benefit of all concerned with publishing efforts.

## Research in Publishing

Testing of new publishing techniques and processes could be encouraged through CENTO. Another research function to be performed in the publishing area is the collection of analysis of data regarding specific publishing problems in the CENTO region. The efforts of a regional research arm for CENTO publishers could be coordinated with training, communication and professional development activities mentioned above.

# LIBRARIANSHIP

## Training

While the number of librarians is gradually increasing, a very small percentage of them are adequately trained for their

responsibilities. The majority is in need of new formal library education but they must be specially oriented toward modern concepts regarding the functions of various types of libraries. Until such time that Library Schools are capable of training sufficient number of professional librarians, practicing librarians of the three countries ought to be sent abroad individually or as groups for specialized professional training.

In some of the larger cities throughout the CENTO region, the survey team found university programs designed to train librarians. The quality of library education programs needs improvement and the number of graduated librarians is quite inadequate.

Additional university programs for training librarians should be developed but equally important is the continuing improvement and expansion of the existing library schools. A few institutions have superior programs and personnel from these institutions could serve as leaders and consultants nationally and regionally.

Information Services For Librarians

CENTO could act as regional library information clearing house services throughout the region in gathering and disseminating information about library activities, problems and progress. This regional clearing house function might be coordinated with similar service organizations in other regions of the world.

Associations of Librarians

Librarians were found to have a greater mutual bond or esprit de corps than members of most professions. Their willingness to cooperate has already been shown through the only real attempt at unified action. Each of the three countries has an embryo library association which if given encouragement and assistance could grow to great influence in improving the library situation in the region.

The establishment of minimum standards for library services, resources, personnel, buildings and equipment, development of professional tools (like bibliographies, manuals of library operations, etc.), should be included among the major activities of the associations.

Each country should take steps on a nation wide basis, but a tremendous thrust could be provided by a regional library association functioning as a cooperating body.

Research in Library Science

The research role is often thought of as being almost exclusively a function for highly developed nations. If librarianship is to be nurtured in the CENTO region, research activities will necessarily be included in the coordinated efforts.

The large scale local, national and regional research is needed. The following can be considered as suggested area of research: type of public library services for adults and children required in various communities, necessary resources, suitable buildings and equipment; university library services essential for teaching and research programs, necessary specialized services; functions of the national libraries in preservation of rare books and manuscripts; the types of library services required for elementary and secondary schools.

Material Resources and Printing

Training

Paper for printing is in short supply throughout the CENTO region but a few paper mills, especially in Turkey, are capable of limited production of paper of printing quality. Personnel from throughout the region could be trained by those who have perfected techniques of paper production.

Training trips abroad might also be arranged by a CENTO coordinating group interested in improving the quality of paper. Engineers responsible for designing and building paper mil

could also benefit from observing existing successful production facilities. They might also have seminars for discussion of problems peculiar to paper mill construction.

Scientists responsible for developing processes in paper and ink production could benefit from sharing of their own findings and perhaps use foreign consultants to advantage.

Printers are often under economic pressure to produce work of a quality below that of which they are capable of producing. Lack of skill in printing and absence of quality control standards are also responsible in many instances. This group of craftsmen would welcome an opportunity to improve their skill. CENTO initiative might also promote the adoption of some printing standards which could be used throughout the region.

Printers also have common problems and many are in need of orientation to modern practices and quality control standards. Training programs could serve to upgrade the quality of printing through the use of those CENTO region printers who are already skilled.

Engineering and science curricula in CENTO universities could be oriented toward focusing the work of some students on applications of their discipline to problems of paper production. One, or a few universities in the region, could encourage some doctoral candidates to select their research problems from the paper production field.

Technical schools might offer programs for printers. The printing industry could cooperate with technical schools in both designing and providing the educational programs. Cooperative programs which blend academic experiences and apprenticeships should be given consideration.

CENTO region countries could unify their efforts and share their experiences through seminars on advanced training of scientific and craft personnel.

## Information Services on Material Resources and Printing

Opportunities for training and information about new techniques and developments in paper and ink production, and printing, could be gathered from the region by a CENTO clearing house project. Such an undertaking would be coordinated with training and professional organization activities.

Progress made in one place could be shared throughout the region thus encouraging and assisting those who are interested in improving the quality and quantity of material resources. Successful ventures from other regions could also be reported.

## Associations and Guilds of Printers and Related Skilled Workers

Each CENTO country has professional specialists in the paper production field. Societies of engineers and scientists could be formed to allow for joint action in improving their lot and cooperative seeking for solutions to common problems. Through professional associations, new standards for training could be urged on universities and technical schools. These groups could contribute greatly by campaigning for a "new look" in science instruction.

Guilds formed by printers could also, in addition to providing a mutual bond, work toward the two-pronged goal of improved working conditions and higher standards for the practice of their trade. A regional organization of printers guilds could benefit the printers and the entire publishing enterprise.

## Research on Material Resources and Printing

Research projects in the material resource area of book development are not only possible but essential. The technology of the modern world has not yet joined fully in resolving the problems of mass-producing quality paper and ink.

Efforts have been isolated and sporadic. CENTO region scientists could plan and conduct joint research projects aimed at discovering and testing new processes and materials.

Collection of data on paper and ink production might also be approached on a regional scale through coordinated research efforts.

## Importing and Distribut ng

### Training

Many importers in the CENTO region are not sufficiently informed about international trade practices. They could improve their selections and receive better service if they were provided with seminars on procedures for importing books and paper. CENTO region importers who have mastered the intricacies and "art" of importing could be assisted by representatives of book export firms in helping their less experienced colleagues to understand importing procedures.

Booksellers and distributors tend to be separated and highly, almost destructively, competitive. There are a few who are sophisticated in the art of advertising and merchandizing; these individuals could assist in organizing training programs.

Economics and international trade courses in universities could focus part of their curriculum on the specific practices and problems of book importing. National and international experts from the book importing field could serve as guest lecturers and curriculum consultants at CENTO region universities.

### Information Services on Importing and Distribution

Few groups could derive more benefit from improved dissemination of information than importers and distributors. Possession of current and complete listings of books available could be considered one of their tools. In many cases importers and distributors have limited knowledge of what is available to them.

A CENTO clearing house for importers and distributors could provide information about latest book lists and changes in importing procedures. Organization, inventory methods and simplified book-keeping procedures developed in one company could be publicized through a CENTO information center.

Association of Importers and Distributors

Governments are sometimes unable to benefit from the advice of groups who could provide valuable recommendations.

Organizations of importers and distributors could advise their governments on problems encountered in discriminatory taxation and unfair quota systems.

A regional organization of importers and distributors could also encourage educational institutions to give attention to necessary curriculum. They could also establish codes of ethical procedures for regulating their own practices.

Research on Importing and Distributing

Numerous questions need answers: What types of books are most needed and wanted by the reading public and students? To what extent have taxes and quotas deprived people of books? Which methods of advertising and merchandizing are most effective? These and many other questions could be answered by research activities conducted in the CENTO region countries. Research projects could be coordinated with graduate research at universities.

## CHAPTER IV

## PROPOSED PROGRAM & PLAN OF ACTION

### REGIONAL BOOK DEVELOPMENT CENTER

As a means of mounting a comprehensive and systematic attack on the problems of book development in the CENTO region countries, a Regional Book Development Center is proposed. For purposes of organization, the director of the Center would report directly to the Economic Council of CENTO. The urgency of book development requires decision making at that high level.

As a functioning unit, the R. B. D. C. (Regional Book Development Center) would coordinate and facilitate the book development activities among CENTO region countries. It is also proposed that each country establish an organization with a structure which parellels R. B. D. C.

### STRUCTURE OF R.B.D.C.

#### Coordinator of Regional Center

The Coordinator would act as chief administrator for book development and be responsible for the functioning of the Deputy Coordinators. He would serve as liaison between CENTO's Economic Committee and the directors of the National Book Committees or National Book Centers. He would be directly responsible to the Economic Committee of CENTO.

It is expected that the R.B.D.C. Coordinator would also serve as the contact with chief book development officers of other regions of the world. A further function of the Coordinator would be to recommend and contact organizations outside of CENTO which could provide consultants and supplementary funding.

Deput, Coordinators:

The proposed plan includes four Deputy coordinators to serve the four major sub-functions of book development:

Deputy Coordinator: Publishing

Deputy Coordinator: Libraries

Deputy Coordinator: Material Resources & Printing

Deputy Coordinator: Importing and Distributing

The Role of Deputy Coordinators

Responsible for educational programs, research, information dissemination, and the development of professional organizations and guilds in his area of specialization e.g. publishing, libraries, etc.

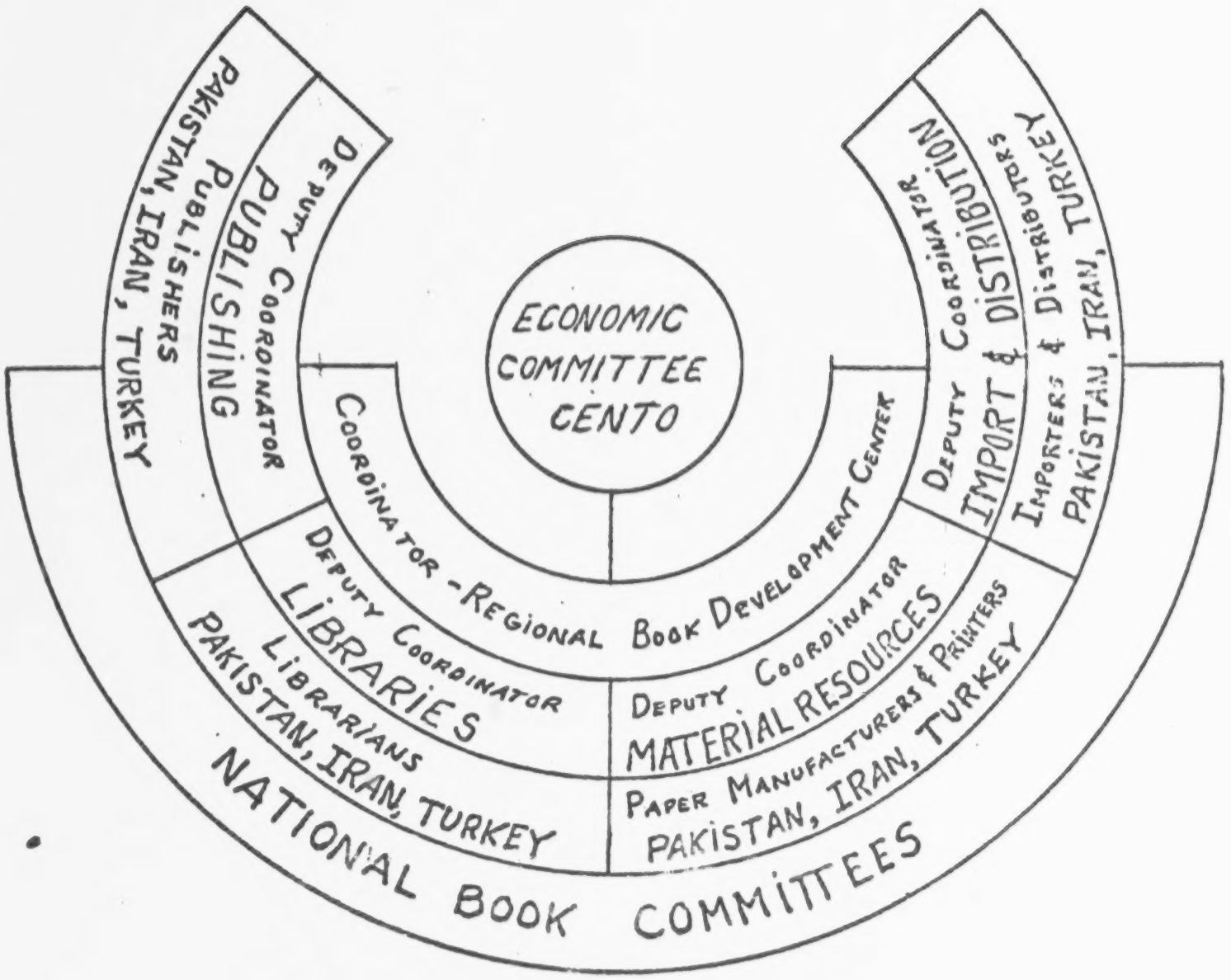
Each Dupty will work with his counterparts in the CENTO nations, (1) stimulating development of coordinated efforts throughout the region and (2) encouraging and aiding unilateral national programs of book development.

Relation of R.B.D.C. to Country Book Programs:

In each of the CENTO countries a group responsible for book development could work with R.B.D.C. in promoting regional and national activities. Each country should decide which group will be its local coordinating body. Either a national book committee or book center would be a logical choice for this assignment.

The local groups could assist travel and housing arrangements as hosts to seminars and workshops. They could also take turns as sponsors of conferences and aid in the organizational drives for professional and guild associations. Compiling mailing lists and distributing information on book activities could also be a function of the local groups. The local clearing house for problems and requests to R.B.D.C. might be a task for these committees.

# REGIONAL BOOK DEVELOPMENT CENTER
## - CENTO -


ECONOMIC COMMITTEE CENTO
COORDINATOR - REGIONAL BOOK DEVELOPMENT CENTER
DEPUTY COORDINATOR PUBLISHING PUBLISHERS PAKISTAN, IRAN, TURKEY
DEPUTY COORDINATOR LIBRARIES LIBRARIANS PAKISTAN, IRAN, TURKEY
DEPUTY COORDINATOR MATERIAL RESOURCES PAPER MANUFACTURERS & PRINTERS PAKISTAN, IRAN, TURKEY
DEPUTY COORDINATOR IMPORT & DISTRIBUTION IMPORTERS & DISTRIBUTORS PAKISTAN, IRAN, TURKEY
NATIONAL BOOK COMMITTEES

## SPECIFIC R.B.D.C. ACTIVITIES RECOMMENDED

### Phase I. - Planning Conferences

They should be held during summer of 1967, in Ankara, by representatives from CENTO countries. These conferences should be held for the 4 separate groups for which there is R.B.D.C. coordination: Publishing, Library, Material Resources and Printing, and Importing and Distribution.

An agenda for these working parties should probably include:

1. Orientation to R.B.D.C. structure and function

2. Agreement on priority of needs

3. Formulation of long-range plans for training, educational programs clearing house of information, professional associations research.

4. Specific plans and responsibilities for first steps

5. Establishing lines of communication

### Phase II. - Implementation

A. Cross-Specialty Working Parties

B. Specialty Projects

Each of these two types of activities will be conducted concurrently as described below:

A. Cross-Specialty Working Parties:

Membership of these working parties included representatives from each of the R.B.D.C. specialty areas (Publishing, Library, etc.) from each of the CENTO countries. The first meeting of this group

should be held in Ankara with the R.B.D.C. Coordinator and Deputy coordinators in attendance. Their first task should probably be to decide how to implement the following recommendations and delegate the R.B.D.C. coordinating group to communicate their specific proposals to the Economic Councils and other appropriate groups.

Subsequent meeting sites should be rotated among CENTO countries and held when necessary.

Recommendations:

1. The CENTO Science Book Program with the National Academy of Science should be continued and expanded. Means should be found to shorten the time between orders and delivery of books. (P17 p3,6)

2. Copyright laws should be enforced immediately in Iran and Pakistan. A healthy publishing situation can not exist nationally or internationally until this necessary action is taken. (P14 p3).

3. Encourage development of rental textbooks libraries in universities throughout region countries. Priority should be given to institutions with programs in medicine, science and engineering because of the higher cost of technical textbooks in these fields. (P17 p2)

4. Textbook Organizations and Boards in the region should adapt and translate needed technical books for secondary schools. Sample texts should be provided to the Textbook Boards so they may make appropriate selections. Technical books are needed badly but the inability of secondary school pupils to read English would necessitate translations. (P16 p4; P17 p4)

5. Encourage support for experimental projects in teacher training such as those at Lahore and Dacca at the Institutes of Education and Research. (P18 p1,2; P30 p3)

B. Specialty Projects:

Each country will be represented at the planning meetings (see Phase I) and the Deputy Coordinators will assist the national book committees in carrying out these recommended activities of R.B.D.C.

PUBLISHING - Recommendations:

6. Sponsor a textbook improvement workshop for directors of textbook organizations and boards. (P5 p4; P6 p3; P9 p3; P31 p2,3)

7. Offer consultant help in editing practices, layout and design to Textbook Boards. (P5 p5; P9 p2; P31 p2)

8. Sponsor short courses for textbook authors. These could be rotated among the region countries and held annually. (P31 p2)

9. Hold workshops for editors on criteria for textbook development. (P5 p4; P6 p1; P9 p3)

10. Sponsor seminars for translators at universities in the region. (P5 p4; P6 p1; P9 p3)

11. Offer internship programs for editors in cooperation with commercial publishers in the U.S., United Kingdom and other countries. (P31 p5)

12. Encourage the establishment of a center at the University of Tehran for training in publishing skills. (P4 p3; P31 p5; Also Iran Report: Publishing)

Information:

13. Collect requests for adaptation-translation of technical books and give to R.B.D.C. for processing. (P16 p4; P17 p4)

14. Submit information about publishing ideas, research and problems to R.B.D.C. for dissemination. (P4 p3; P32 p1)

Associations:

15. Assist in the organization of a CENTO Region Publishers Association which will meet annually on a rotating basis. (P24 p4; P32 p2)

A major activity of this group will be to act as an advisory body to the management of the publishing center at the University of Tehran. A concern of this association could be the encouragement of a copyright adherence and the development of a code of ethics for publishers.

Research:

16. Encourage the establishment of a regional center for research in publishing at Pahlavi University. The two following recommendations would be among the research activities of this center. (P32 p4; Also Iran Report: Publishing)

17. Investigate the problem in cost reduction for children's textbooks throughout the region. (P11 p4,5; P32 p4)

18. Investigate possibilities for cooperative printing ventures, for example: color work done in Tehran and shipped to other countries of the region for printing of texts. (P32 p4)

LIBRARIES - Recommendations:

Training:

19. Sponsor a series of workshops for librarians on such general problems as public and children library services, school library services, library legislation, library building and equipment, and on such special problems, as lending procedures, charging systems, preservation of rare books and manuscripts, bibliographic services, cataloging. (P26 p2; P32 p5)

20. Sponsor in-service training programs on regional basis, for instance sending Iranian and Pakistani librarians, responsible for preservation and restoration of manuscripts to the Suleymaniye Library in Istanbul, which is staffed with experts and equipped with modern tools. (P26 p3; P33 p3)

21. Sponsor study abroad fellowships for individuals and groups, for public, children, school, university and special libraries work. (P26 p2; P33 p1)

22. Encourage the establishment of a regional school of library science on master's level at the Middle East Technical University in Ankara.(P26 p2,4; P33 p3)

23. Encourage the establishment of library leadership training program on the postmaster level at the proposed center for advanced library studies and research at the University of Karachi. (P26 p3; P27 p1; P33 p3)

Information

24. Offer clearing house information services on new library methods and techniques utilized by other nations. (P27 p4; P28 p1; P33 p4)

25. Offer clearing house information services to each individual country of the region about the library activities of the others. (P27 p4; P28 p1; P33 p4)

26. Collect requests for consultant help and arrange for such aid through R.B.D.C. (P27 p4; P28 p1; P33 p4)

Associations

27. Encourage the establishment of regional library associations of Iran, Pakistan, Turkey and sponsor their annual meetings and the publication of their reports. The first meeting should be held at Ankara and discuss the draft of its constitution already prepared by Karachi zone of the Pakistan Library Association.[1] The headquarters of the Regional association and its presidency should be rotated among the member countries. (P33 p5; P46 p8)

28. Encourage and sponsor the publication of the bulletin of the regional library association as means of communication between the librarians of the three nations.(P28 p4; P33 p4; P46 p8)

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[1]The Turkish Library Association and Pakistan Library Association were presented with this idea, they expressed their willingness and, indeed, enthusiasm in favor of the creation of such a regional library association. There are reasons to believe that Iran Library Association would also react as enthusiastically and as favorably, to this regional library co-operation activity. The Karachi zone of the Pakistan Library Association has even taken the time to draft a tentative constitution for such an association, which could well be considered as a basis for discussion.

Research:

29. Encourage the establishment of a regional center for advanced library studies and research at the University of Karachi. (P27 p1; P34 p3,4)

Pilot Library Projects:

30. Encourage the establishment of pilot public libraries with a special department for children, and pilot school libraries for demonstration purposes in the countries of the region. (P27 p5; P28 p1,2)

MATERIAL RESOURCES AND PRINTING - Recommendations:

Training:

31. Sponsor a "traveling seminar" on paper production for several representatives from each country of the region. Included would be a government official, an economist, a paper mill manager and a engineer. This group of approximately a dozen would visit paper mills throughout the region. (P25 p1,5; P34 p5)

32. Conduct a seminar for engineers on paper-mill construction. (P25 p1;P26 p1;P34p6;P35p1)

33. Conduct a workshop for paper manufacturers to study the problems of paper production. (P25 p1; P34 p5)

34. Conduct a series of workshops for printers in each country. Focus would be on quality control and production methods. (P25 p1; P34p5; P35 p2)

35. Sponsor study abroad programs for paper manufacturers to visit paper mills. (P25 p3; P34 p6)

36. Sponsor short courses in paper production processes, and construction of paper mills at The College of Science and Engineering at Lahore. (P25 p3,4; P35 p5)

37. Encourage technical schools throughout the region to offer courses in printing with co-operative programs of apprenticeships with local printing firms. (P35 p3,6)

Associations

38. Assist in the organization of a CENTO Region Printers' Guild which will meet annually on a rotating basis. This group should work toward establishing regional standards for printing and attempt to promote cooperation among members of national printers' guilds. (P36 p3,4)

Research

40. Encourage the establishment of a research center for paper-production at Pakistan Center for Scientific and Industrial Research in Dacca. This group's efforts will focus on testing new ways of manufacturing paper from jute, bamboo and other materials. (P25 p3,5; P36 p5,6 Also Pakistan Report)

IMPORTING AND DISTRIBUTION - Recommendations:

Training

41. Sponsor a series of workshops for book importers on the procedures for importing books. These could be rotated throughout the CENTO region. (P24 p2,3; P37 p2)

42. Sponsor the renovation of a bookseller's facilities to serve as a model bookstore in each of the region countries. (P23 p3; P37 p3)

43. Encourage and aid the development of courses in international trade and economics, business practices in importing and business practices in bookstore operations at the Institute of Business Administration at the University of Karachi. Students from CENTO region countries could study there. (P24 p4; P37 p3)

44. Explore the possibility of workshops in bookstore business management conducted at the Turkish Management Association in Istanbul. This would be a joint venture with R.B.D.C. sponsorship and would be provided for all CENTO countries. (P37 p3)

Information Services

45. Encourage American University Press Association to provide R.B.D.C. with comprehensive listings of new publications. These would then be made available to booksellers and importers. (P17 p2; P24 p2; P37 p5)

46. Collect requests for book catalogs from importers and booksellers in the region. (P17 p2; P24 p2; P37 p5)

47. Encourage the initiation of a newsletter to be published by Regional Book Importers Association regarding changes in importing regulations and procedures. (P17 p2; P24 p2; P37 p5,6)

48. Collect requests for low-cost English language titles to be published and communicate these expressions of interest to foreign publishers. (P17 p2; P24 p2; P37 p5,6)

49. Publicize, through the proposed newsletter latest developments, innovations and practices in inventory methods and book merchandising to members of Regional Booksellers Association. (P24p3;P37 p6)

Associations

50. Encourage the organization of a CENTO Region Book Importers and Booksellers Association which will meet annually on a rotating basis. A major activity of this group will be to make national organizations of booksellers and importers more effective. They can also make recommendations for conducting the courses at possibly the Institute of Business Administration University of Karachi or at the Turkish Management Association. (P38 p3)

51. Another useful function for this above group could be to bring influence to bear in causing government of the countries of the region to study import restrictions and taxes. (P14 p2; P17 p2; P24 p2; P38 p2)

52. The Association could also draft codes of ethics for importers and booksellers. (P37 p3; P38 p3)

Research

53. Assist in the establishment of a center for research in book importing and selling at University of Karachi. This center could be coordinated with the proposed center for advanced library studies and research. (P24 p2,3; P34 p4; P38 p4)

54. The research center could conduct surveys to determine specific types and titles needed for the region. (P24 p2,3; P38 p4)

55. Research should be conducted on the effectiveness of various methods of advertising and merchandising. (P24 p2,3; P37 p3; P38p4)

56. Conduct research on the influence of import restrictions and taxes on book use. (P14 p2; P24 p2)

Pilot Projects:

57. Hold workshops on advertising, displaying books and record keeping. (P24 p2,3; P37 p3)

PHASE III - EVALUATION OF R.B.D.C. PROGRAMS

Continuing evaluation should be conducted and periodically published by R.B.D.C. as a report to the Economic Committee of CENTO. Each annual meeting of groups suggested above would prove excellent opportunities for valuable feedback.

BOOK PRODUCTION, IMPORTATION AND DISTRIBUTION

IN

IRAN, PAKISTAN AND TURKEY

## SUGGESTIONS FOR USES OF LOCAL CURRENCIES IN CENTO BOOK PROGRAMS

There are available in Pakistan and Turkey, particularly the former, sizable quantities of local currencies potentially available, in part, for book programs.

The following examples are offered for consideration and are not to be thought of as being exhaustive.

1. Many expenses connected with the establishment and operation of the Regional Book Development Center (RBDC) might be founded by local currencies. Construction, rent, salaries and locally available equipment and supplies are examples.

2. In each country, particularly Turkey and Pakistan, the activities of the national book committees can be funded with local currencies.

3. Most of the expenses connected with the planning conference recommended for the summer of 1967 could be funded from local currencies.

4. Most of the expenses connected with the cross-specialty working parties could be funded with local currencies.

5. Rental textbook libraries in all CENTO countries might be funded with local currencies.

6. Textbooks writing and distribution expenses would be appropriate to funding with local currencies.

7. All workshops and in-service training programs comprise activities appropriate to local currency financing.

8. Many expenses in connenction with training in the field of material resources and printing are local in character and could be funded with local currencies.

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